A

DEMONSTRATION

HOW THE

Latine Tongue

May be

LEARN'T

WITH

Far greater eaſe and ſpeed then commonly it is.

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A

DEMONSTRATION, &c.

NOtwithſtanding that this Nation abounds with Schools well endowed, and Schoolmaſters excellently qualified, yet hundreds continually go to School divers years to no purpoſe at all; The Reaſon whereof is, becauſe the method in moſt places is bad, and the diſcipline in many places far worſe. In former times children learnt Latine by way of Recreation, and as they did their Mother Tongue, leaſt poring on hard Rules ſhould crack their brains, impair their health, and make them to nauſeate all kind of knowledg: And he that taught did not alſo correct them (the Parents reſerving that power to themſelves) leaſt paſſion, malice, or ſomthing worſe ſhould cauſe extravagancy in inflicting the puniſhment. Now though it cannot be thus in theſe dayes, yet an eaſier and ſpeedier way would ſave them a great deal of time and trouble and ſmart, and ſuch a way is here propoſed.

Firſt, Let the Grammar be reduc't into one ſheet; which may be done by ſetting down the Paradigmes of the Nouns, Pronouns, Verbs, *&c.* and artificially couching the Rules in the very *Engliſh*, *Situation*, *Repetition*, *Character*, *Mark*, and *Alteration* of ſome principal word; as for example,

1. By Engliſhing Sui *of himſelf*, and Suus *his own*, is ſaved that Rule, *Sui et Suus reciproca ſunt*, h. e. *ſemper reflectuntur*, &c. By Engliſhing the Caſes thus, Campus, *a field*; i, *of*; o, *to*; um, *I buy*, *I ſell*, *I ſee a field*, is ſaved that Rule, *Nom. præcedit*, *Accuſ. ſequitur verbum*: Alſo, by Engliſhing Ille *that* and Quis *what*, many difficulties are avoided which naturally follow upon the Engliſhing the one *he*, and the other *who*. 2. By

2. By placing the Nounes thus in their Scheme,

M.us,er: F.a; N.um | M.o,on,er,or: F.do,go,s,x: N.a,ar,al,&c. | M.us†, F.es; N.u
i, æ, i, is, is, is. ûs, ei, u

are ſaved all the Rules of *Propria quæ maribus*; ſuch as vary from the Scheme being better noted elſwhere, and thoſe in *us*, *er*, *a*, *es*, of the middle Declenſion being ſufficiently diſtinguiſhed from ſuch as end ſo of the other Declenſions, by having the Gen. caſe in *is* alwayes ſet down with them: Alſo by placing the Verbs thus in their Scheme.

Voc o.	em.	are	ans.	aturus. atum,
abam.	arem. ——		andus	atus, atu.
avi.	averim.	aviſſe.		
averam.	aviſſem. ——			
abo.	avero. ——			

are implyed thoſe many Rules about the derivation of ſome Tenſes from others.

3. By repeating the Voc. Caſe, *e*, *er*, *a*, *um*, &c. and the Accuſ. Neuter of the Middle Declenſion *a*, *ar*, *al*, &c. is implyed that Rule, *Voc. idem eſt cum Nom: Item Accuſ. in Neutro genere*: By repeating *Sui*, *Sibi*, *Se*, is ſhewn that the Plural number thereof is the ſame as the Singular: Alſo, by repeating the Terminations of the Subſtantives together is ſhewn the formation of Adjectives, *us*, *er*, -- *a*, --*um*.

4. By ſetting down obſolete words in the old black Letter, is implyed that they are out of uſe: and by Adverbs, Conjunctions, *&c.* having the firſt Letter a ſmall one is ſignified their being ſuch; that ſo they may not be taken for Subſtantives or Adjectives.

5. By thus marking ...*quoq*; ...*autem*, ...*quidem*, &c. -*q*; -*ve*, -*ve*, is ſignified that the former are uſed only after ſome other word, and the latter joyned to ſome other word. By thus marking --*demno*, --*lecto*, -*hibeo*, --*liteo*,

--liteo, --igo, --imo, --culco, -fulto, is ſhewn that thoſe Verbs are uſed only in Compoſition; and by Conſequence all the Rules about divers Verbs changing their firſt Vowel into *e, i, u,* are ſaved. By thus marking *co- col- con- di- dif- diſ-* is ſhewn that thoſe and the like Prepoſitions are uſed only in Compoſition. Alſo, by marking a Verb thus *o** it is diſtinguiſhed from a Verb of the Firſt Conjugation, and ſhewn to be of the Third; that ſo the very Termination of the Verb may ſhew its Conjugation, as that of the Noun did its Declenſion: If any in *o, eo, o*, io,* vary from the common Scheme; they likewiſe (as was ſaid of the Nouns) are better noted elſe-where; as are alſo ſuch as are irregular in their Perfect or Supine.

6. By changing the Gerund to a kind of Subſtantive, thus, *Gen.* Aman-di *of loving*, Abl. -do, *in with, by loving*, &c. are implyed all the Rules about them: Alſo, by changing the ſignification of Obedio, Impero, Noceo, and the like, ſo as to make them ſignifie, *I yield obedience. I give command, I do hurt*, are ſaved all the Rules about ſuch kind of Verbs governing a Dat. Caſe.

In like manner all the Rules whatſoever, ſaving three or four, may be cryptically infuſed into the Learner; and thouſands there are who can underſtand a notion as put to them in ſuch a practical manner, who can never comprehend it as ſet down by way of Rule: Rules, together with Definitions, Diviſions, and critical Obſervations, wherein conſiſts the Art of Grammar (invented long after Language was ſpoken, and therefore not abſolutely neceſſary to the attaining thereof) may better be learnt afterwards out of *Lilly* a little altered; who for many weighty reaſons is not to be laid aſide.

The Grammar thus reduc't to a Sheet children muſt thoroughly and perfectly get by heart, by degrees, and one thing after another, *viz.* Firſt, the firſt ſort of Nouns and

and Verbs, together with ſhort Sentences drawn up on purpoſe, and conſiſting only of eaſie words of that firſt ſort, as *Stomachus*, *Roſa*, *Affirmo*; then the next ſort of Nouns and Verbs, together with Sentences fitted to them; and ſo the reſt in order.

Next, let all the common words, and after that the common Phraſes, eſpecially ſuch wherein there is any difficulty (*viz.* words of an unuſual derivation or changing their ſignification in compoſition, and Phraſes grounded on ſome Hiſtory, Cuſtome, *&c.*) be reduced into certain Sentences, after this or the like manner.

Ubi ignavi equi ceſſant trahere aut traxiſſe plauſtra, ibi ſedulus auriga adhibet ſtimulos.

Where | the lazy | horſes | do ceaſe | to draw | or | to have drawn | the Carts, | there | the diligent | Carman | applyeth | pricks.

Meus filius exercet ſe benè, bis per-oravit, ter diſputavit tanquam præditus (1.) ratione; et dum monui ut redderet (2.) rationem diſputationis, reddidit;

My | Son | doth exerciſe | himſelf | well, | twice | he hath declaimed, | thrice | he hath diſputed | as | indued | with Reaſon; | and | when | I admoniſhed [him] that | he ſhould render | an account | of the Diſputation, | he hath rendered [it.]

Xenocrates caſeolus ad Græcas Calendas placebit helluoni; *Schollars Commons will never pleaſe a Glutton.*

Portaſti litteras Bellerophontis, proinde abiturus es ad corvos; *You have made a Rod for your own Back, and ſo you are like to be ruined.*

By the firſt ſort of theſe Sentences, eſpecially if there be joyned a little Dictionary drawn up on purpoſe, the Learner ſhall at once know the Root and Head of each word, and (not only the Gender, Declenſion, and Conjugation,

jugation from the Termination, as was ſaid, but alſo) the quantity of each Syllable, and the irregularities of it, and alſo its divers ſignifications; For, *Equi*, and *Stimulos* muſt be Subſtantives in *us*, *Ceſſant* and *Per-oravit* muſt be Verbs in *o*; *Adhibet*, *Exercet*, and *Monui*, muſt be Verbs in *eo*, they cannot be otherwiſe: Again, the middle Syllable of *trahere* and *redderet* muſt be ſhort, becauſe they come from Verbs that are noted in the Dictionary to be of the Third Conjugation, [*traho**, *reddo**] and the middle Syllable of Sedulus, Ad-hibet, and Stimulos, muſt be ſhort, becauſe they are ſo noted in the Dictionary, *ſedulus*, —*hibeo*, *ſtimulus*; As for long Syllables they need no noting, for if a Syllable be not ſhort it muſt be long: Again, *Traho* muſt make *Traxi*, and *Reddo Reddidi*; becauſe [traxiſſe] is *to have drawn*, and [reddidit] *he hath rendered.* Laſtly, *Ratio* is plainly ſhew'n to ſignifie ſomtimes *Reaſon*, and ſomtimes *an account*: as for *quâ ratione*, it is a Phraſe, ſo is *hâc*, *illâ* and *nullâ ratione*; all the ſignifications of that word (as indeed of any word in the Latine Tongue except ſeaven) may be reduced to two: [To make out every particular at large, and prevent or anſwer all Objections is not the buſineſs of this Paper.]

By the latter ſort of Sentences the Learner will underſtand any Phraſe whatſoever; and ſo be able to go thorough the Authors: which Authors now are eaſie to him, the two grand obſtacles being by this time removed; *viz.* the meeting with all the difficulties of the Latine Tongue at once in every line, and the not knowing what to make of a word or Phraſe, as it occurs: When he hath read and digeſted all or moſt of the uſual Authors, he will be able to turn any Latine into Engliſh, and alſo any Engliſh into Latine; becauſe being well ſeen in both Languages, he knows the proprieties of each, and will not render [Quid tibi vis?] *What wilt thou to thee?* but *What wouldſt thou have?* [Nihil moror quid objicis,]

I do tarry nothing, but *I do not matter what thou objectest*; nor *He saw but three*, [ille ſerra ſed tres,] but [vidit tantum tres;] *I do as well as thou*, [Facio ut puteus ut tu] but [tam bene valeo ac tu.] And thus may be avoyded the Learning of almoſt infinite and unintelligible Rules, the continual turning over Dictionaries, the tedious uſing of *Smetius*, the endleſs conning of a thouſand Particles, the getting by heart whole Volumns of Phraſes, the daily blundering over and piercing of Leſſons, the difficult and irkſome making of Latine for many years together; And ſo with the good leave of that ſtupendous Vertuoſo and Gyant in knowledg, the Latine Tongue is not altogether ſo unfit to be the univerſal Language, as he is pleaſed to reckon it.

By this method for ſome years Gentlemen have been directed how by their own induſtry to gain or recover the Latine Tongue in the ſpace of few months; it is now (with due ſubmiſſion to the Judgments of the Ingenious Clergy and Gentry) propoſed as a means of unſpeakable eaſe both to Schoolmaſters and Schollars; and in ſome Caſes 'tis abundant ſatisfaction to the Inventors, to have only propoſed a matter, however prejudice, Cuſtome, or Ignorance may for ſome time hinder its reception.

The like ſhort courſe may alſo be taken for the Greek Tongue, and for divers Arts and Sciences; whereof more may be ſaid hereafter, when this propoſal already made is encouraged.

Second Door from
Sommerſet Houſe,
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FINIS.